

Sex education

by David Lamb

sex, n. Being male or female hermaphrodite (what is it?); does not matter; without distinction of age or sex, whence ~less a.; males or females collectively (all ranks & both ~es; the fair, gentle, softer, weaker ~)

I THINK IT'S SOMETHING TO DO WITH BIRDS AND BEES AND BABY RABBITS AND A STORK UNDER A GOOSEBERRY BUSH

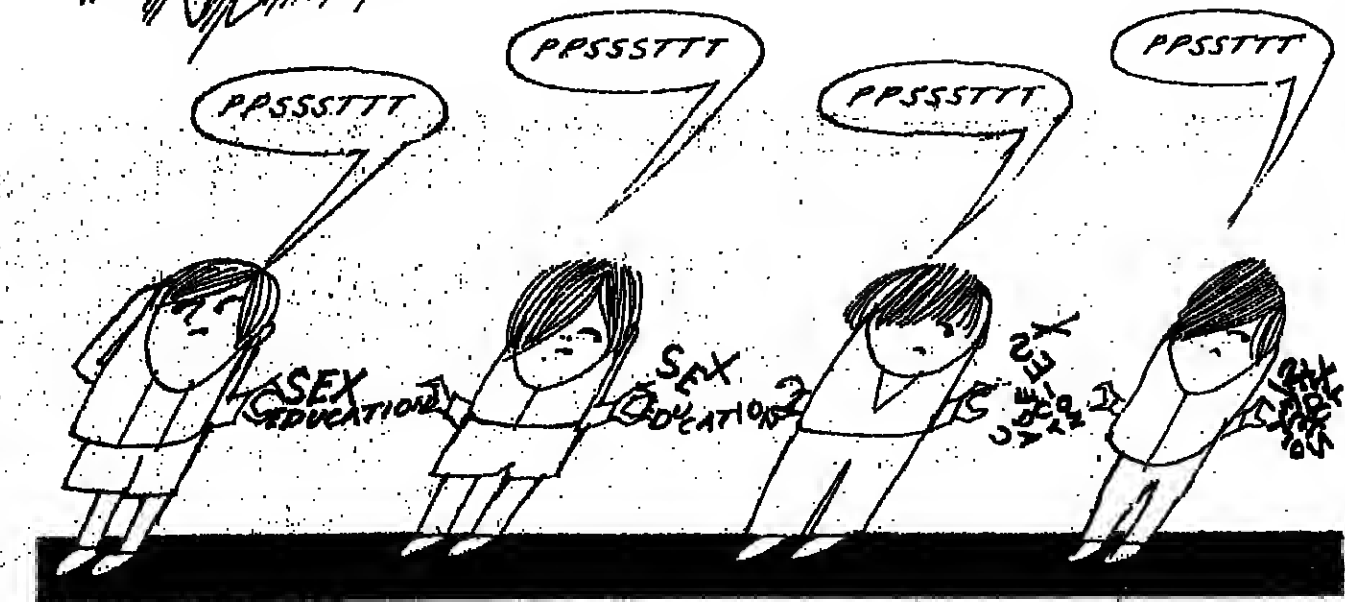
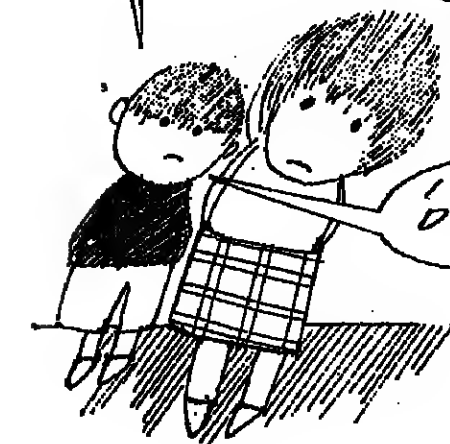
BUT WHAT DO THEY DO?

I DUNNO DO I?

IT'S JUST A RIGHT LOAD OF OLD RUBBISH

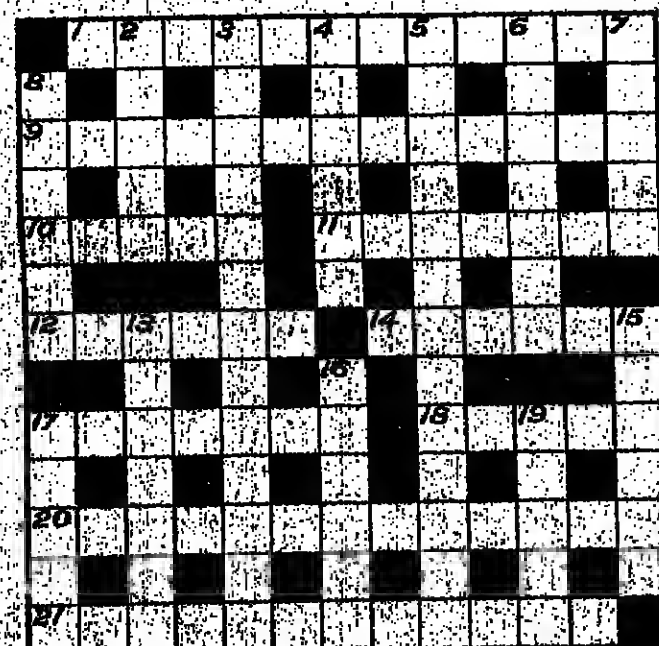
COR...

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Aristides is on holiday.

Crossword No 995



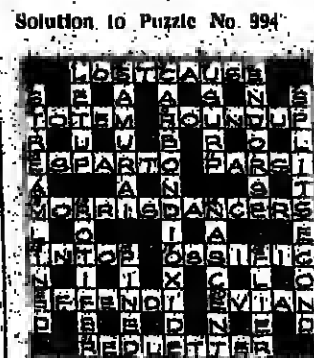
- 11 How the pilot may be safely dropped (7).
12 Snowed beneficially (8).
14 Disengaged from being pictured? (7).
17 Sounds as though wealth is attractive (7).
18 Approaches the knee from the buttocks (5).
20 DTV condescender (15, 8).
21 Meddling upset the reception (12).

Down

- 2 The upstairs part (5).
3 Outlook for Worcester (16).
4 What egglets did to 10 (6).
5 Status symbol (5, 2, 6).
6 Woodcock outworks (7).
7 Typically crowned (5).
8 Right to see a forest laid (6).
13 Like trap (7).
14 Top hat (6).
16 Sapper at sea for home photograph (6).

Across

- 9 Do they give you a hand in the market game? (8, 5).
10 Letters directed to (7, 5).
11 See 4 (5).



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THE TIMES Educational Supplement

FRIDAY AUGUST 29 1975 NUMBER 3143



Trainees from the Danish four-masted training ship Georg Sings relax in the Pool of London at the weekend during the London Festival of Sail. The Georg Sings is run by a trust which was formed in 1882 to give young men their initial training at sea. They were among 1,400 trainees from Western and Eastern Europe taking part in the festival which is sponsored by the Association of Sea Training Organizations and is being run in conjunction with the Port of London Authority's London Clipper Regatta. Six square-riggers arrived last weekend, and more than 70 smaller training ships raced over from Holland to the mouth of the Thames. Princess Alexandra will review the fleet today, and tomorrow the ships will sail back down the Thames.

'Battering away at a door which defied Haldane'

It appears to us that adequate provision has not been made in the past for the organized acquisition of facts and information, and for the systematic application of thought to the preliminary to the settlement of policy and its subsequent administration.

The quotation might well come from the Central Policy Review Unit's paper advocating a new approach to decisions about issues of social policy. In fact, it is taken from the Haldane Committee's report on the machinery of government published in 1938.

To point to the similarities is to belittle the new initiative. It is, rather, to underline the underlying stubbornness of the battles in the way of greater rationality in policy making.

What prevents men from achieving the Holy Grail of perfect rationality is the original sin of public policy making: politics. To take this simple and rather obvious point is not to argue that the CPSR is wrong to try to improve the processes of policy making: it is, after all, only the extent that the ultimate aim is rational which makes any sort of progress, however limited, possible. It is to emphasize that, perhaps not so obviously, that improving a flow of information or the methods of coordination is not going to make much difference unless there are changes also in the initial setting of social policy making.

One way of doing so would be to depoliticize social policy making by strengthening the role of dispassionate experts fed with the latest data and equipped with the most modern computers. This is a tempting approach: for ample, almost any national remuneration scheme would seem to be preferable to the uncertainty of a succession of plans,

Rudolf Klein

Last week two Conservative politicians gave their views on 'A Joint Framework for Social Policies'. This week two academics continue the debate.

each hatched by one government and ditched by its successor in the name of political ideology.

But leaving it to the experts would be rather like delegating population policies to be settled by eunuchs. Social policy is about conflict. It is about the allocation of scarce resources between different groups of the population. It is about the competition between rival professional trade unions—and their spokesmen in government, the departments of education, health and so on—for funds, prestige and status. It is inevitably and inescapably about politics.

There can, therefore, be only a limited expectation about the usefulness of better information and more sophisticated analysis in the present setting. Take, for example, the argument for seeking more information about the needs of particular groups—the old, children and so on—and the effects of social policies on them.

This is self-evidently desirable. At the moment we don't even know what the effects of inflation are on different sections of the population—the most important social policy issue at the present time.

It is less self-evident, however, that such information would necessarily lead to improved policy making. If, say, it showed that both the elderly and single-parent families were equally hard-hit by inflation, it would still be a matter of political judgment as to who should get priority.

It would, of course, be a better informed judgment in the sense that those taking the decision would be aware of the consequences: if they chose to subsidize the elderly, they would be explicitly accepting their neglect of the single-parent families. But it would not be a more acceptable judgment, politically, in the sense of being based on

of the population being served or the characteristics of the problems being addressed. Again, no one can disagree with this in principle (Indeed the Haldane Committee even raised the possibility of having a client-oriented structure of government departments, with the Ministry for the Poor and for Children, only to reject it on the grounds that it would lead to "Lilliputian administration"). It is the practice of such an approach which is difficult, because the balance of political power in Whitehall militates against it.

To accept that social policy is political in the widest sense is to accept the need for greater political involvement in its shaping. At present Parliament faithfully reflects the weaknesses of Whitehall, its committee system is based on the departmental structure.

In turn, these committees are information-starved, and largely depend for data on the departments whose lack of data they should be exposing. Attention tends to get focused on particular policy problems in response to pressure group activities; there is no systematic attempt to examine the relative priorities to be attached to competing claims.

All this would suggest that if the proposals for improving the machinery of social policy making are to have any effect, they should be accompanied by proposals for extending and strengthening Parliament's role in the process.

The aim should be to press MPs into a permanent lobby pressing for more open—and therefore more intelligent—government. And so institutionalize the campaign for better information and more analysis as the preliminary (not the substitute) step in the process of making what are unavoidably political decisions subject to what could be a much more effective political scrutiny by Parliament.

Rudolf Klein is a senior fellow at the Centre for Studies in Social Policy.

policy making: when it is a question of whom to throw to the wolves of retrenchment, the occupants of the sledge may start examining each other's claims to resources more critically than in the past. Second, there is no reason to assume that more political setting of decision-making is cast in concrete for all time.

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Rudolf Klein is a senior fellow at the Centre for Studies in Social Policy.

L.e.a.s plan courses for jobless young

by Philip Venning

With the start of the new term only days away, local education authorities are rushing through emergency plans to cope with the large number of unemployed school leavers expected to return to school or enter further education.

Because many leavers are likely to put off a decision for several more weeks, the term may be well advanced before schools and colleges know the size of their final intake.

Last week's unemployment figures leave little room for optimism. They show that there were 165,000 young people trying to get their first job, swelled by more than 100,000 teenagers who left at the end of the summer term. At the same time the number of vacancies notified in careers office as suitable for young people fell by nearly 10,000, to 28,000. The worst deterioration was in the West Midlands.

On Wednesday Liverpool Education Committee launched a big drive to attract some of their 4,500 unemployed young people to special part-time courses they will be running in their further education colleges.

They are putting on special outward-bound type of courses as well as "workshop training courses". The workshop courses will involve the young people in different vocational skills and it is hoped that a few will transfer to normal diploma and certificate courses.

Because those returning to full-time education will not be eligible for benefits, Liverpool will not be expecting a large number will want to return to school.

In Wolverhampton, with severe

pressure on secondary school places, they are particularly worried about a possible influx to the schools. Mr D. Grayson, the director of education, said: "A substantial number will come back. I hope to good news we can afford to take them back. Those who come back just to mark time may cause difficulties in the schools."

The number of jobs available changed day by day. But at one time last week there were 2,000 unemployed young people, and a handful of vacancies, only two of which were for girls.

Wolverhampton are opening up youth clubs and other community centres to give the teenagers somewhere to go. "But there is a limit in the amount of table tennis you can play."

Humberwide also expect to find it hard to accommodate extra young people, if an appreciable number decide to return to school. A report will be going to the education committee shortly. This recommends a package of measures, including an expansion of existing training courses, as well as Community Industry, with the long stop of special work appreciation courses in further education colleges.

Newcastle have nothing fixed so far but have been looking at a number of measures. One possibility is that the city council might take on more young people in the city. The Government are believed to be considering a secret plan to pay employers £5 a week to take on unemployed young people. But they are likely to wait until October or November to see how many are still without jobs before committing themselves to so costly a public works programme.

New tribunal brings peace to Durham

A new-style, professional tribunal agreed this week that a Durham boy, whose behaviour caused a 1,000-pupil comprehensive, should be given a second chance at another school.

Arrangements are now being made for 15-year-old Tim Wilkinson to start at Cloxhoc Secondary School next term. Last term teachers at Edgefield Comprehensive School, led by the National Association of Schoolmasters, went on strike rather than have him in their classes. They claimed he was disruptive and violent and had attacked members of staff.

At one point negotiations between the authority and the NAS reached deadlock. Eventually it was agreed that a special tribunal should be set up with members from education rather than industry. The tribunal was chaired by Dr Leonard Puyling, a former chief inspector for the Inner London Education Authority.

This week Mr Terry Casey, general secretary of the NAS, said the tribunal had set a useful precedent for all teachers.

"This is the first time that a dispute has been settled in this way. It shows that disagreements in schools cannot always be settled on an industrial employer/employee basis."

"Often they have to be settled on a professional basis. And in this particular case Durham authority have recognized the importance of the Schoolfields teachers' professional judgment in refusing to teach Tim Wilkinson."

Mr Casey added that his association would cooperate in implementing the tribunal's decision.

More try A level, but no more get passes

Optimistic projections about rapidly increasing numbers of pupils passing A levels took another knock this week with the publication of provisional figures for last year's A level results.

The figures, from the Department of Education and Science show that the total number of school leavers with at least one A level has remained at about 105,000 over for the last three years—after shooting up in the 1960s.

The continuing stagnation has been accompanied by a slight increase in the number of leavers who actually attempted A level. As a

proportion of all leavers the number who passed one A level fell from 3.5 in 1971/2 to 3.3 per cent in 1973/4; those who passed two A levels fell from 4.5 to 4.3 per cent; and those who passed three or more from 8.2 to 7.9 per cent.

The figures also show that the number of boys and girls qualifying for higher education—getting two or more A level passes—both stayed constant at 46,000 and 37,000 respectively. The only noticeable change was a slight increase in the number of boys getting a mixture of arts and science passes.

Number of leavers having passed:	1961-64	1965-69	1971-72	1972-73	1973-74
No CSE or GCE	442.3	356.6	279.7	(31.5)*	143.4
CSE Grades 2-5, no O or A levels	97.5	112.0	122.9	143.2	166.4
1 A level	54.2	50.6	55.4	57.6	60.4
2 A levels	14.1	21.1	22.6	22.9	22.4
3 or more A levels	18.4	26.6	28.3	29.1	29.0
As a percentage of total leavers:					
No CSE or GCE	66.8	58.0	42.8	(21.4)*	30.2
CSE Grades 2-5, no O or A levels	14.7	18.2	19.1	(32.0)*	24.4
1 A level	8.2	8.2	8.6	(13.8)*	8.9
2 A levels	2.1	3.4	3.5	(5.5)*	3.3
3 or more A levels	2.8	4.0	4.2	(7.0)*	3.3
Total	100.0	100.0	100.0	100.0	100.0

Comprehensives weak on GCE

A Liverpool councillor claimed this week that the city's comprehensive schools are not getting enough children through their GCE exams.

Dr John Leo, a lecturer at Edgehill College of Education and a Conservative member of Liverpool's Liberal-controlled council, has carried out a survey which purports to show a relative lowering of scholastic achievement between 1965 and 1974. He blames poor exam success on the city's comprehensive re-organization which, he says, has under-



The best of a bad job

be exact size of sixth forms is often uncertain at this time of year, and summer leavers will grift back in the first few weeks, some who planned to stay on will not turn up. In the past, better or worse explanation results than expected have been the main factor, but this year the exceptionally high level of unemployment among young people, such of it in areas used to plenty of jobs is likely to make a substantial contribution.

No school has any legal obligation to take back a pupil over the age of 16, but in practice most schools are likely to do so, especially if they can. In areas where schools have empty space and small sixth-form classes, a handful more can be admitted effortlessly. In other areas such as Wolverhampton (page 1) where a sizeable influx could cause difficulty, those wanting to stay on to education are likely to be treated towards further education.

It may in any case be the wisest move. A 16-year-old who stays on at

school receives no financial help: as of right, though small maintenance allowances—which vary widely from area to area—may be available, often on the basis of a parental means test. Even the discretionary grants for school-leavers taking full-time courses in further education colleges are likely to be well below the amount an unemployed leaver can claim in supplementary benefits—now £6.58 a week for a 16 or 17-year-old living at home, rising to £7.70 in November.

An education or training course which does not last more than three days a week does not disqualify. And it is this falling which authorities like Liverpool have imaginatively used when mounting special courses for their unemployed leavers.

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On the buses

It is a common complaint that the reason for the current unemployment is that too many young people are leaving school at 16. But in fact, the number of young people leaving school at 16 has fallen by 10 per cent since 1969. The reason for this is not that more young people are staying on at school, but that more are leaving school at 16 and going to work.

As things are at present the desire to provide a genuinely comprehensive education, to provide parents with choice and to strengthen links between schools and their local communities by encouraging neighbourhood schools are all laudable aims. One of the great hopes of those who seek to reconcile them is that a new development policy for social engineering, which would mix children from different social backgrounds in the same schools, would produce a balanced intake to local schools. But they had a hard time when Stewards was developed as a voluntary initiative.

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Surviving colleges may not be efficient, say ATCDE

The Government's decision to close 13 colleges of education and to retain only 11 centres of more than 100 teacher training places was greeted with regret by teacher organizations and colleges this week.

Among the teacher unions, the Association of Teachers in Colleges and Departments of Education, while describing the situation as a tragedy, pointed out that to retain more colleges with only 300 to 400 teacher places might not be the most efficient answer to the problem.

In a delicately worded statement, Mr Ken Welch, acting general secretary of the ATCDE, said: "Clearly, the number is, in the long run, the point of view of our members. Some people will gain security, others insecurity from the statutory requirement of this work they have put in their own institutions. The Government have understood the need to reduce the number of colleges, but the question of whether the remaining colleges of higher education will be of sufficient size to be efficient."

Mr Don Thomas, a spokesman for the Hereford College of Education, said the closure of the college would still be resisted by staff.

The future of the college is to be decided by the future of the county and will become part of a campaign to be launched this autumn by the Herefordshire Survival Campaign.

It is a tragedy, what is happening to the country's education system, particularly in the rural areas, which are returning to the status of provinces in the most perforce sense of the word.

The closure of colleges of education in places like Hereford and adult education centres like Aylesham Park, near Shrewsbury, has profound effects on the cultural life of the community.

Mr Alan Evans, head of the education department of the National Union of Teachers, said the colleges were the victims of swinging avowed cuts in education spending. "What is more serious is that the criteria for judging which colleges should be kept open and which should be closed have been a matter of public debate."

At least two authorities look like shielding polytechnics and colleges of education from serious cuts in education spending.

Lancashire education authority, who are faced with cutting likely expenditure in schools, are likely to continue to support their colleges at Poulton-le-Fylde and Chorley, which were merged with the polytechnic this year.

East Sussex are also reluctant to cut spending affecting the new Royal College of Higher Education, which is the merger of Brighton College of Education and Brighton Polytechnic.

The Times Higher Education Supplement.

No £6 bar on increments

A detailed guide to the Government's £6 a week pay limit was published last week. It makes it clear that teachers and other local authority workers will still be able to get their regular annual increments even if, in individual cases, they go over the £6 limit.

A joint circular from the Departments of Education, Employment, Prices and Consumer Protection and the Welsh Office says increments made according to a well-defined range or scale already in operation before July 11 may continue at the same level as in preceding years.

Only those earning less than £8,500 a year qualify. No pay rise of any sort should be made to people who earn more than this figure, the circular says.

One condition attached to the rules about increments is that the payments, together with any annual pay increases, must not raise the wage bill for the group concerned by more than £6 a head.

It is thought that teachers will not fall foul of this rule. Many of them are at the top of their scale and do not expect to receive any increments end a large number are enjoying teaching for the first time and do not yet qualify for any increments. There will thus be no significant group of teachers not getting incremental rises which will allow others to break through the £6 limit.

There were 518,768 full-time teachers and lecturers employed by local authorities at the end of March. The results of the first survey of local government employment also reveal 203,446 part-time employees in schools and colleges.

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Teenagers to teach illiterates

A project starting in October, could see young people teaching illiterate adults. The project is being run by the National Association of Youth Clubs, which will set up clubs in 100 schools in the North and Midlands. The project is aimed at helping young people to develop their own skills and to help others.

"We think that young people have more to offer each other than the older generation," said Mrs Janet Hunt, education director of the NAYC. "Non-readers tend to be shy and hide the fact that they cannot read."

Volunteers will be asked to find out which of their friends cannot read and start helping them. They will be given a pack of materials and will be encouraged to use them. The project will be extended to other areas.

Exterminating the next doll in the stack

This, no doubt, will be long remembered as the year in which smallpox was for practical purposes eradicated. To be sure, it is probable that it was not the last of the stack in the air. Nubly will be surprised if this year's success is followed by a few years of disappointment, with occasional cases of smallpox in unexpected places.

None of this diminishes the importance of what has been done in the past 10 years to bring smallpox under control. Not often has a major disease been simply done away with—and even now, plague is still not as well controlled as smallpox.

Science diary by John Maddox

All this, however, is simply a reminder that the public health problems produced by infectious diseases are rather like those of one and a half million years ago. It seems essentially the same. In advanced communities like ours, the past half century has seen the close control of most infectious diseases, with the result that more of us survive to run the gauntlet of cancer, heart disease and the like. That's the next doll in the stack.

In the developing countries, infectious diseases such as tuberculosis, measles and polio are still important causes of death, especially among children. Already it is plain that when they have been dealt with by the tools now to hand, the diseases next in line will be the so-called tropical diseases—malaria, sleeping sickness, schistosomiasis and even leprosy. Already several

hundreds of millions of people are seriously affected.

Unfortunately for the developing countries, there is at present no need in the industrialized West for systematic methods of preventing and treating these infections. The result is that the pharmaceutical companies spend only small amounts of money on the development of drugs against the tropical diseases, while the more academic research institutes have only a faint interest in the question.

New target—plasmodium of malaria (left), and a mosquito, feeding on a finger.

the intention is that the research programme should be used as a way of solving practical problems in Africa. It will also train scientists who will, in the long run, have to shoulder the burden of the tropical diseases. That something like this should be tried is admirable, but it remains to be seen whether the funds will be forthcoming. By all accounts, the largest members of the United Nations are unwilling to contribute directly to this research programme, with the result that the planning group is looking instead to organizations such as the World Bank and, of course, there are also doubts whether the WHO are the best vehicle for carrying out such an ambitious programme.

What needs to be done? With the exception of leprosy caused by a bacterium in the same class as that responsible for tuberculosis, the tropical infections are caused either by single-celled parasites of the human body (malaria, for example) or by more complicated animal parasites, chiefly worms of various kinds, some microscopic, some very large.

Inevitably, the methods of prevention and treatment effective against the infections of advanced communities are not easily adapted to deal with these more complicated organisms. As things are, for example, there is no method of vaccinating people against the principal tropical diseases. (Yellow fever is a virus disease, cholera and typhoid are common outside the tropics.)

Fortunately, however, there are some ways in which the tropical diseases are open to attack. First,

many of them have to be spread through the human population by means of insects or other animals—snails, for example. This means that it is possible to think of controlling the infection by controlling the vectors of the diseases. Second, most of the tropical diseases develop only slowly in the human body. Even sleeping sickness or African trypanosomiasis, for example, takes between two and five years to kill people. The result is that drugs which can be used for treating an established infection may also be useful means of preventing a person catching the disease in the first place.

The immediate goals of the research programme now being planned consist of the development of vaccines and drugs. One of the reasons why, in the past few decades, little has been done to develop vaccines against the tropical diseases is that methods of growing the infecting organisms outside the human body have been virtually non-existent.

Now, however, it is possible, for example, to infect armadillos with leprosy and, in the process, use these unfortunate animals as a way of producing bacteria on a scale sufficient for the manufacture of the vaccine. Malaria vaccines are also now on the cards, possibly based on malaria parasites killed by nuclear radiation. Whether there will ever be vaccines against other tropical diseases, schistosomiasis, for example, is more problematical. There is no doubt that something could be done to make the body's natural defence against these infections more effective.

It is known, for example, that

in the normal course of events people acquire immunity to most forms of the tropical diseases. There is no reason why this natural process of immunity should be reinforced.

The other arm of the proposed research programme is the deliberate development of new drugs. In practice, diseases such as leprosy can now be treated with a fair measure of success by drugs brought into service in the past 20 years. But, with all the tropical diseases, drug treatment is a long process, lasting for months or even years, and has to be carried out under close medical supervision because many of the drugs are toxic. So, there is an urgent need for drugs which are at once more effective and less dangerous than those now available.

Interesting possibilities suggest themselves. In schistosomiasis infection male and female worms must live in human tissues and live each other before mating and reproducing the eggs which in due course infect other people. It is possible that drugs may be found to interfere with the mating process, perhaps by interfering with the chemical signals by which worms of different sexes find each other.

The moral in all this is that the past 20 years have seen such a rapid advance in our understanding of the biology of all kinds of living things that the time has come, almost without us noticing, for a fresh attack on a set of problems in public health which have until now seemed so intractable that people have assumed that they have no choice but to live with them.

What to do with the gifted

by Peta Levi

Guy goes to a small primary school in an isolated village in the Mendips. He is eight and exceptionally gifted, with an IQ of more than 175.

At the age of 14 months he could read. By five he had a reading ability of 15. He is currently teaching himself calculus and he composes music.

Guy lives with his grandparents and attends the village school of 33 pupils, where three teachers make every effort to integrate him socially and to extend him. However, although the local education authority, Somerset, have a special service designed to help gifted children, the L.E.A. feel that they have failed in Guy's case. They cannot get specialist teachers to visit him or enable him to join in some of the county's special schemes.

In 1973 Somerset were the first L.E.A. to appoint an advisory teacher with special responsibilities for gifted children, when Mr A. R. Trewin, a teacher with 15 years' experience, joined the authority's team of peripatetic remedial teachers. The remedial service received information from primary school teachers about difficulties in teaching children who were much further ahead than their classmates. It is often through a child having behavioural difficulties and being sent to an educational psychologist that gifted children are identified.

Mr Trewin's brief is to look into the needs of gifted children in the county's 250 primary schools, and in the past year he has visited 50 of them. His job is two-fold—to stimulate their interest in their needs and to help with identification. Since Mr Trewin's appointment, 47 children have been identified as gifted, and of these, 30 have taken standard IQ tests with all but one scoring over 140.

Somerset have no plan for testing "giftedness". Identification is a delicate and difficult operation. Mr Trewin believes there are still many unidentified children who may need special help, and conversely that some already identified may not be specially gifted.

Justin is typical of children discovered through behavioural difficulties. To his mother he was "a holy terror, always disappearing and waking up at night asking questions



David, 11, with his pocket calculator.

we can't answer, like 'What are the names of the dinosaurs?'.

At school, the child's fantasies, hyperactivity and tantrums soon made the teacher aware that she had a difficult child and one needing special attention. The head called in an educational psychologist who tested Justin and found he had a Stanford-Binet IQ of 149. Severe psychosomatic symptoms were also diagnosed. Since then Mr Trewin has visited his mother at home and the realization that Justin is not just a difficult child, but a gifted one, has already helped.

Justin's mother gets help and support from the school, whose head encourages mothers to take an active part in school life, and she in turn helps young readers.

Although Mr Trewin has many cases referred to him as "under-functioning", "lack of progress" or "restlessness in class", not all his discoveries have behavioural difficulties. Some are simply put forward by heads or parents.

At one of the oldest primary schools in the county the head, who had a gifted child of his own, contacted Mr Trewin after discovering he had two 11-year-olds with IQs over 140. Mr Trewin now teaches these for part of the week. The day after the school, which is short

of space, a remedial class was taking place in the cloakroom and Mr Trewin was teaching David and Karen in the hall next to a gym lesson.

In the hall between jumping feet, David showed me how his latest Lego constructions worked. He had made a pocket calculator which could add, subtract, multiply and divide up to five, as well as a more sophisticated version which had a decimal point. His newest invention was an amusement machine, which he had thought up at night, drawn a plan for in the morning and made in a few hours during a weekend.

After his appointment, Mr Trewin contacted the National Association for Gifted Children. They made a grant towards a Saturday morning club which opened in Bridgewater in March last year, where about 20 children, aged six to 11, can meet, work on projects and talk to interesting people.

He is also taking part in a Schools Council project to set up a bank of special curriculum programmes for gifted children; the new material will be tested in four Somerset schools.

One of Mr Trewin's objectives in visiting schools is to set on a bank of "spread knowledge of resources, both physical and human". Somerset have good music and sports arrangements, their museum service provides lectures and loans of exhibits and the L.E.A. have recently opened an observatory in the Mendips.

For three days a week Mr Trewin teaches individual and groups of gifted children. One day each week is spent visiting schools.

With the younger children he plays mathematical and other games, like Master Mind and chess, but for the older ones he and his teachers devise individual work relevant but different from what the child is normally doing in school. The aim is to broaden the child's perspective.

In language he tries to develop reading ability and tackle different kinds of comprehension, and in science he encourages a child to think and work out results.

In contrast, the aim of the Bridgewater club is not to teach for fear of interfering with school work, but to provide social experience. The children are not tested at any time at the club, which seeks to give parents an opportunity to meet and talk over their anxieties. Mr Trewin would like to establish more Saturday morning clubs and in get teachers thinking about the next stage—what happens after primary school?

100 per cent photographer

Henryko Handzik, a 17-year-old sixth-former at Drayton School, South Tottenham, London, has gained 100 per cent in her Certificate of Secondary Education photography examination. She is believed to be the first to have done so.

Until January Henryko, seen here with some of her work, stood in awe of photography equipment and dark rooms. The only camera she had handled was her family's Instamatic. Now she has an impressive portfolio.

At the end of term assembly at her school Mr Vic Carwood, chairman of the board of governors, presented her with a brand new Canon FTB camera provided by Comeracraft, of Palmers Green, and friends of the school.

Her triumph may be a turning point in her life. "I was planning to be a secretary. Now I think I'll finish my A-levels and try for a place at college to do a degree in photographic arts."



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In brief

Better than benefit

The Training Services Agency, announced last week that payments to people taking courses under the Training Opportunities Scheme (TOS) have been increased to provide a general lead of £7.35 a week over unemployment benefit.

Soviet architecture

A photographic exhibition of modern Soviet architecture will be at the Building Centre, off Tottenham Court Road, London, from October 6 to 24.

Esperanto president

Mr Reg Bedford, of Appleby, Cumbria, has been elected president of the International Christian Esperanto League.

Sport

High hopes for women's hockey

by Lynne Gladstone-Millar

Women's hockey in the Olympics is one of the big issues to be discussed at the conference of the International Federation of Women's Hockey Associations in Edinburgh during the World Hockey Championships which start tomorrow. One delegate will vote on a motion which, if passed, could put women's hockey in the 1980 Olympics.

The federation's president, Mrs Ellen Hynndahl, of Edinburgh, (22) who has been a member of the committee for Scotland, and a former captain, explained the obstacles in the way. "The men's side was entered by a national federation, the



People

Appointments

Schools

Miss Julie Miller, deputy head of Whitlington School, Hildgate, North London, to be head.

Miss Hilary Selby, of High View Primary School, Bures, to be head of the new nursery school on the Gloucester Grove Estate, Peckham, South London.

Universities

Dr G. J. Pugh, reader of mycology, Nottingham University, to a chair of biological sciences, Aston University.

Mr Anthony Eccles, senior fellow and senior lecturer in business environment in the Manchester Business School, to the new chair of business policy, Glasgow University.

Mrs Barbara Schofield, acting head of Roshalla Special School, Sharncliffe, in the head of Wycliffe School, Battersea, South London.

Mr Philip Wardle, to be head of Ludgrove School, Seaford, Sussex.

Mr Terence O'Leary, deputy head of Prestwood Lodge Residential School, Great Missenden, Buckinghamshire, to be head of the new Residential School for Maladjusted Children, Leigh-on-Sea.

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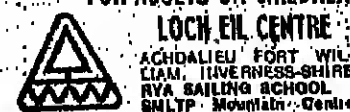
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SCHOOLS PROM

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THE TIMES EDUCATIONAL SUPPLEMENT

More than eighty countries have sent delegates to the IAU Far-reaching changes ahead

MOSCOW Far-reaching changes in the structures of universities were forecast at the 900-strong sixth quinquennial conference of the International Association of Universities, which ended here on Monday with a reception in the Kremlin given by Mr V. P. Elyutin, Soviet minister for higher and specialized education.

Held in the giant Moscow University in the Lenin Hills outside the city, the conference was the biggest in the 25-year history of the IAU. The participants represented 466 universities from 86 countries.

The theme of the conference was "the university at the approach of the twenty-first century". Two working groups discussed the topic under the headings of "higher education and the problems of economic and social development" and "uni-

versities and innovations within higher education".

Discussion ranged over the problems of social mobility, graduate employment, research, and lifelong learning.

Delegates agreed that universities should remain places for the pursuit of learning at the highest level. But otherwise their approaches to the role of the universities in society closely mirrored that of the kind of society from which they themselves came.

Graduate employment and manpower forecasting and planning highlighted most sharply the different approaches of the capitalist and socialist countries. And delegates from the Third World tended to emphasize the growth of the community service role of the universities.

Delegates disagreed over whether universities should continue to combine teaching and research, and on the future course of lifelong learning.

Oxford vice-chancellor sounds autonomy warning

National governments were increasingly threatening the freedom of universities to conduct an "unfettered exchange of ideas", Professor John Habakkuk, vice-chancellor of Oxford University, told the conference.

Nor should the current preoccupation with lifelong learning lead to a romanticization of the adult student, he said. The need for recurrent education might turn out to be much more limited than was at present thought.

Attempts to live off teaching and research into separate establishments should be resisted by the universities. They did not exist simply to transmit knowledge already in books. Research was more effective if the researcher had to communicate his ideas in a simplified, form, to an audience of students.

Professor Habakkuk said that all over the world universities were facing pressure from governments. Those that paid the piper were determined to call the tune in what they saw as the national interest.

Even in Britain, where for a long time the universities had had far-reaching autonomy in deciding which subjects to teach and how to teach them, the situation was now changing rapidly.

Professor Habakkuk said: "We may expect increased demands on the universities to encourage those activities, relevant to the national needs, to adapt their education to meet the needs of the economy for trained manpower, and to produce what have been called 'the right courses at the right price'."

He said he was not against being accountable to society. What worried him was who decided which of the external demands on universities should be met.

If present pressures were stepped up in the future, universities would lose their identities as centres of learning and free inquiry. In the long run this would weaken their capacity to produce creative and original work.

The combination of research and teaching in a single institution had always involved some tensions, and these had been intensified in recent years by the increase in knowledge and the speed with which it was acquired.

Russian advocates life-long learning

The development of lifelong learning was one of the principal higher education tasks facing the Soviet Union in the coming decades, said Or Rem Khokhlov, rector of Moscow University.

Or Khokhlov said that all academics in universities already had to take a six-month refresher course in their subject every five years, and it was now planned to extend this to other professions, including engineers, teachers, doctors and economists.

He said that universities would have a key role to play in this retraining programme. For example, some 3,000 academics came every year for their refresher courses to Moscow University from other parts of the country.

Another group of university involvement with the national interest was that of helping young workers continue their education.

Dr Khokhlov said: "Universities and colleges, with their highly qualified staff, cannot but play the leading role in solving this, one of the most important tasks of communist construction—that of overcoming social inequality in the field of education and culture, bridging the gap between mental and manual work."

The development of lifelong learning, he said, was part of the main thrust of Soviet universities over the next decades. And this would be achieved by actively engaged in the building of communism.

Qualitative improvements were clearly necessary, but more of the changes made would be at the expense of the existing basic structure of higher education in the country.

He said that the principle of the planned training of specialists would be kept, the system of higher education would continue to correspond closely to the structure of the national economy, and the period of training would remain the same.



Professor John Habakkuk.

confronted by the growth in size of the university population, and by rapidly rising costs.

Despite these tensions, said Professor Habakkuk, the various functions of the university had remained together in a single "bundle". Whether they would continue to do so over the coming 25 years would depend to a large extent on the future size of universities.

While he was convinced that there would be further expansion, he did not think there would be nearly as great a demand for permanent education as some educationists were envisaging.

Professor Habakkuk said that the traditional preoccupation of higher education with 17-24 year olds was not just chance. At that age people were best able to absorb information, to master discipline, or acquire a skill, he said.

Although he had often been said that adult students had a keener sense of what they wanted to study and a stronger motive to succeed, it was easier to apply oneself to learning when one was young.

Continuing education, he thought, would be largely confined to specialists working in highly qualified professions.



Delegates at the opening of the conference.

THE TIMES EDUCATIONAL SUPPLEMENT 29.8.75
conference in Moscow. Paul Moorman, reports



Moscow State University, Moscow, where the conference was held.

'Schools—not universities—must defeat inequality' American warns against teacher training cuts

The United States now had the capacity to train far more teachers than she would require in the future, Professor John Oswald told the group discussing economic and social development.

Professor Oswald, president of Pennsylvania State University, said that although this could mean a temporary surplus of supply over demand, there were three key reasons for not cutting back on the number of trained teachers.

Many educationists felt that pupil-teacher ratios should be reduced. But there were still shortages of teachers of science, mathematics, child care and the handicapped, and the government was reluctant to deny those who wished to try to become teachers the right to do so, particularly since past manpower forecasts had not always been accurate.

On the employment of other graduates, Professor Oswald said the PhD holders were facing major problems in getting the kind of work for which they were qualified. About 22,000 PhD or other students were graduating every year, he said.

It had been a tradition in the United States that teachers in universities and colleges should always have a doctorate. When higher education expanded in the 1960s, therefore, there had been a constant growth in the demand for PhDs.

At the same time, said Professor Oswald, the expanding research and development programme had welcomed all the doctorate students it could.

But in the late 1960s it became apparent that, for demographic reasons, the increasing enrolments

in post-secondary education would begin to level off and perhaps dry up by the 1980s. In the same period research programmes were being cut back for economic reasons.

With the two major sources of demand for doctoral graduates leveling off simultaneously, employment horizons were bound to occur, said Professor Oswald.

It was therefore inevitable that future doctoral education in the United States would have to change. The tendency now would be towards solving specific problems rather than producing professors for teaching and pure research.

The philosophy that universities should be free to set up as many doctoral programmes as they could finance would also come under sharp attack, he said.

Increasingly, the various states and the federal government were pressing to adjust supply more closely with demand. But it would be very difficult to do this without introducing an unwelcome amount of outside influence and control.

Manpower planning was especially problematic in a dynamic economy like that of the United States where the content of jobs themselves altered rapidly and unpredictably.

One example of this was the explosive increase in the use of computers, which had created hundreds of thousands of jobs of a kind which had not existed a relatively short period before.

Professor Oswald said it was therefore futile and misleading to try to forecast demand for manpower for a decade or more into the future.

'Consider the country' UN university to open soon

The primary focus of the United Nations University, which is due to open in Tokyo next month, would be on solving specific problems, Dr James Hester, UNU Rector, told the conference.

The new institution would deal with the "pressing problems" of survival, development and welfare. Dr Hester, who leaves his post as president of New York University next week, said that the Tokyo headquarters would link a world-wide network of institutions of advanced study. Some would be directly under the control of UNU and others would be associated with it.

Japan had been selected as the headquarters largely because of the Japanese government's pledge of \$100m for an endowment fund. The goal of the fund was \$500m, said Dr Hester. The income from this would enable UNU to escape the political restraints which so often accompanied annual subventions.

Professor Arai said that universities should try to involve themselves as early as possible in the process of overall planning. However, he was certain that in the future the non-university sector would have to be strengthened.

Unless primary and secondary education guaranteed equal opportunities for all, the universities could not hope to be an important factor in social mobility, said Mr Anastasios Christodoulou, secretary of the Open University.

The universities could "only perpetuate a given set of social strata and consolidate an elite", he said. Speaking as rapporteur for the group discussing economic and social development, Mr Christodoulou said it was significant that many West European countries had chosen to make their secondary schools comprehensive before trying to reform their universities.

Even when they had looked to higher education reform, they had sometimes bypassed the universities, too used more controllable institutions such as community colleges, polytechnics and colleges of higher education.

That was because when the traditional universities were given the chance to adapt to the needs and changing patterns of society, they often failed to do so, he said.

Qualitative improvements were clearly necessary, but more of the changes made would be at the expense of the existing basic structure of higher education in the country.

He said that the principle of the planned training of specialists would be kept, the system of higher education would continue to correspond closely to the structure of the national economy, and the period of training would remain the same.

Professor Arai said that universities should try to involve themselves as early as possible in the process of overall planning. However, he was certain that in the future the non-university sector would have to be strengthened.

Universities would be very unwise to try to ignore the growth of other forms of higher education, warned Professor Ade Ajayi, vice-chancellor of the University of Lagos.

If they did, they could find themselves out of the cold, particularly in the developing countries, he told the group discussing universities and innovation.

Universities which hoped to hold on to any kind of real autonomy had to be aware of the total needs of the country in higher education, and had to be prepared to have their role defined within that context.

Professor Arai said that universities should try to involve themselves as early as possible in the process of overall planning. However, he was certain that in the future the non-university sector would have to be strengthened.

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Swallows for the people



Children in a Hampshire village helping to restore their local pond for evergreen use and enjoyment, as part of a campaign to save some of the 5,000 ponds that disappear every year.

It is now five years since European Conservation Year, when the fate of our natural environment suddenly became one of the great causes of the age. To that time the Department of the Environment has been forgoing, lethal insecticides outlawed and a free-planning year held. At the grass roots, the natural history movement has become one of our strongest voluntary lobbies, nature reserves have proliferated, and schoolchildren have surveyed everything from the effect of air pollution on lichens to the numbers of kestrels on motorways. Some kind of climax seems to have been reached this year with the recent adoption by Parliament of the Wild Creatures and Wild Plants Conservation Act, which safeguards 27 rare and relatively obscure animals and plants.

It looks an impressive and hopeful record. But how much effect has this flurry of activity actually had on our wildlife? Can legislation really put right decades of devastation by developers and factory fumes? It would be impossible in a short article to survey the fortunes of more than a fraction of our wildlife. But I think it is worth while to try and pick out some of the complex factors that are working for and against its survival, and in particular to question whether our conservation principles are in balance.

The Act raises the priority issue very sharply: are we protecting the right kind of species, and against the most significant threats? One of the plants named in the Act, and which caused some mirth among Labour MPs, is the blue heath, a smelly, creeping member of the heather family which grows up just one patch of high moorland in North Devon. It has rather delicate purple bell-shaped flowers and finding it requires the kind of combination of stamina and ecological knowledge that makes mountaineering so exciting. But only a handful of naturalists have ever seen the plant wild in Britain, and it is under little danger in its main strongholds in Scandinavia.

It would be childish to give these as reasons for ignoring the plant: a kind of hypocritical respect for survival is as vital to

foundation for conservation as it is for medicine. But are we showing a comparable degree of concern for the fate of our common wild flowers and animals, for bluebells, for instance, and for the thousands of unprotected butterfly meadows we are losing every year from ploughing and selective weedkillers? Many would regard these as more central to our wildlife heritage (and to many ways more endangered) than any of the much publicized and pampered rarities.

Our current style of legislation cannot halt the erosion of these species, which almost always happens most seriously at an institutional level. It always excepts ("to the national interest") just those bodies that are the chief threat to our wildlife: farmers, industry, mining companies, and highway authorities. There is little power in prohibiting individuals to "kill, injure, take into possession or offer for sale" said lizards, for instance, if sand extraction companies are permitted to dig up whole colonies with impunity.

Our commoner mammals are doubly threatened, by the excessively sanitary instincts of the authorities, and by the traditional vandalism of individuals. Otters are still hunted to places: foxes slaughtered on an almost hysterical scale by avary urban council that gets a complaint about noted dustbins; and red deer gunned down by black market venison traders. Only the halcyon, with its own Act of protection and a probable population of some 30,000, seems moderately safe. But even here, the law would be ineffectual if it were not for the efforts of local pressure groups, who transplant threatened sets, and campaign for mammal underpasses beneath major roads. The same is true of the common trout (unprotected) whose greatest champions are probably the North Devon schoolchildren who every spring ferry thousands of migrating trout across the roofs near their spawning grounds.

At first sight, the fortunes of our birds look considerably brighter. They have been linked after since 1954 by legislation that is a model of simplicity and thoroughness.

Except for a few potential pests (wood pigeons, crows), and game birds and wildfowl in the shooting season, all British birds are totally protected throughout the year. You may not even take a blackbird's egg in your own garden. Yet the irony is that a farmer who bulldozes down a hedge with a hundred nests in it will not be thought to be breaking the law.

Luckily blackbirds seem to have taken the point, and are not laying all their eggs in one basket. They now nest more thickly in cosseted suburban gardens than in the open countryside. And a growing number of other adaptable species are taking their conservation into their own hands, and are decoupling in man-made substitutes for their threatened natural habitats. Kestrels, for instance, are nesting in tower block window-boxes and drainpipes; Britain's smallest bird, the goldcrest, is taking increasingly to ornamental garden epiphytes.

One of the greatest boosts our loitering birds have had in the past few years has been the decline in the use of persistent insecticides. Our birds of prey, which suffered terribly in the early stages from these insidious poisons, are now increasing steadily. Peregrine falcons, reduced to about 60 pairs in 1962, are now back to two-thirds of their prewar population of 670 pairs. The breeding success rate of golden eagles in many areas of the Highlands has returned to the kind of figure (about 70 per cent) that was standard before the days of dieldrin sheep dips. Barn owls can be seen flitting down many of their favourite limes again. Buzzards have spread as far east as the Home Counties now that rabbits are recovering from myxomatosis. If we can eliminate the last few strongholds of Victorian scorched-earth gamekeeping, we may have a chance of having more birds of prey than at any time since the eighteenth century.

Seabirds, one of the other great spectacles of our bird life, are having more mixed fortunes. Being colonial birds they tend to suffer more abrupt and widespread catastrophes than solitary hawks. Whole flocks can be swamped by oil slicks or caught in semi-

invisible nylon trawl nets. Half-a-million Brünnich's guillemots, rare visitors to this country, are reckoned to be decimated in more off Greenland every year. But the more practical and opportunistic species (gulls and cormorants, for instance) are actually flourishing, in part, ironically, as a consequence of the massive quantities of fish offal being dumped in the sea from giant factory trawlers.

It is the great cliff-nesting colonies of gulls—puffins, guillemots and razorbills—that are causing most alarm. They are all declining and no one is sure why. Fifteen thousand common guillemots (probably representing another 60,000, or a twentieth of the British population) were washed up dead on British shores during the Irish Sea bird wreck of 1969. There is still no satisfactory explanation why they died; but they had been feeding far out at sea, beyond the coastguard patrol routes, and their bodies were contaminated with polychlorinated biphenyls, one of the waste products of the plastics industry.

Seabirds have become our modern natter's couriers. Every oiled and polished corpse washed back to us by the ocean is not just a needless murdered bird, but a warning to us of what we are doing to our great environmental resource. It is lucky for us that a large body of volunteers—youthful enthusiasts as well as experienced biologists—are constantly monitoring the fate of these unwitting indicators.

Both birds of prey and seabirds are principally creatures of wilderness areas. When we come to the birds of our rapidly changing farmland landscape the picture is more worrying. What is happening to songbirds now? Will yellowhammers be able to find a substitute for their favourite thorny hedges and heathlands? Will swallows, which really do help to make our summer, be able to adapt to modern farm architecture? They are birds of great magnificence and I have known pairs that have nested in a wooden village bus shelter and an outside lavatory. Both these sites have been "developed", so where can the birds go now?

Would we even be aware, at first, if our summer population of swallows began to diminish from the two or three hundred thousands pairs it is at present? Slightings are so deceptive. We believe the swallows are back when we have seen a couple. We do not expect to see them—and therefore do not miss them—until we are among the mostly streamless and old barns where they ought to be. And so our summer songbirds may slip away, deprived of places to live and feed, and we will not notice until they have almost gone.

It cannot be said too often that habitat loss is the single most destructive human influence on wildlife. And for plants habitat loss means actual physical destruction, not just the loss of a place to live. It is true that some of our wild flowers have been almost exterminated by overpicking and digging up—the lady's slipper orchid, for instance, and the alpine gentian. But cowslips and our lovely Easter anemone, the Pasque flower, have been ploughed up with the ditches. The wild cornflower is now virtually extinct in cornfields because of new seed-cleaning and drilling techniques. Primroses vanish as roads widen and swallow up the verge.

One response to vanishing wildlife is simply to put it back. To Devon, an ancient groups have been planting new road verges with primroses rescued from ploughed-up meadows and building sites. And the Devon Education Committee operate a collection scheme by schools for wild flower seeds for "dissemination on banks and road works where loss or damage of the indigenous vegetation might occur following excavation".

But it is more difficult with birds. No evacuated or captive-bred bird is going to survive in the wild unless it has food and space on which to live. The chief British expert in transplantation, the reintroduction of white-tailed eagles to Fair Isle in 1964, floundered when the birds abandoned the site after a few years. It might be wiser to assume that birds know best where they would like to live, to concentrate on getting their habitats right, and then in hope that they will return of their own accord (as that sparkling piebald wader, the wren, did to

the flooded coastal marshes of wartime Suffolk).

But this experiment (and the more recent one to reintroduce the great bustard to Salisbury Plain) are justified by the fact that there are attempts to reintroduce native British birds, prematurely exterminated by man. Our right hunting is not the threat that it once was, but we do have our own perverse and dangerous versions of ritual slaughter: the swallowtail butterflies caught for mail decorations and other ornaments; the frogs rounded up for sixth-form dissection; the 1,000 oyster-catchers shot by the Ministry of Agriculture and Fisheries in the Burry Inlet; millions of migrant songbirds, many of which have bred here, are shotgunned for fur in Italy, trapped for cages in France, and pickled in Cyprus. And further still, there are the inescapable changes in world climate which are shifting the local points of bird population this way and that.

There is so much that is beyond our control. The native black poplar, the splendidly arching, red-barked waterside tree that graces so many of Constable's landscapes, is now one of our scarcest species. And it is likely to remain so, for only one site has been discovered where a male and female tree are covered where a male and female tree are close enough for pollination. Even the build of our newly planted oaks is slipping out of our hands. Less than nine stands of British oak look like satisfying EEC rules for sources of seed, and these are all straight, high branched specimens, quite unlike the marvelously gnarled shapes we associate with our national tree.

As for the elm, the last century early this year showed that we had already lost about a quarter of our 25 million trees from Dutch Elm disease. There is little that can be done now (though the Government might have been able to halt the disease if they had acted decisively three years ago), and we must face the possibility that we may lose altogether the tree which, more than any other, gives these rolling contours to the skylines of lowland Britain.

And the web is so complex, so far-reaching,

What will happen to our roots, already declining because of changed farming practices, if the elm which they prefer above all other trees for their rooteries disappears?

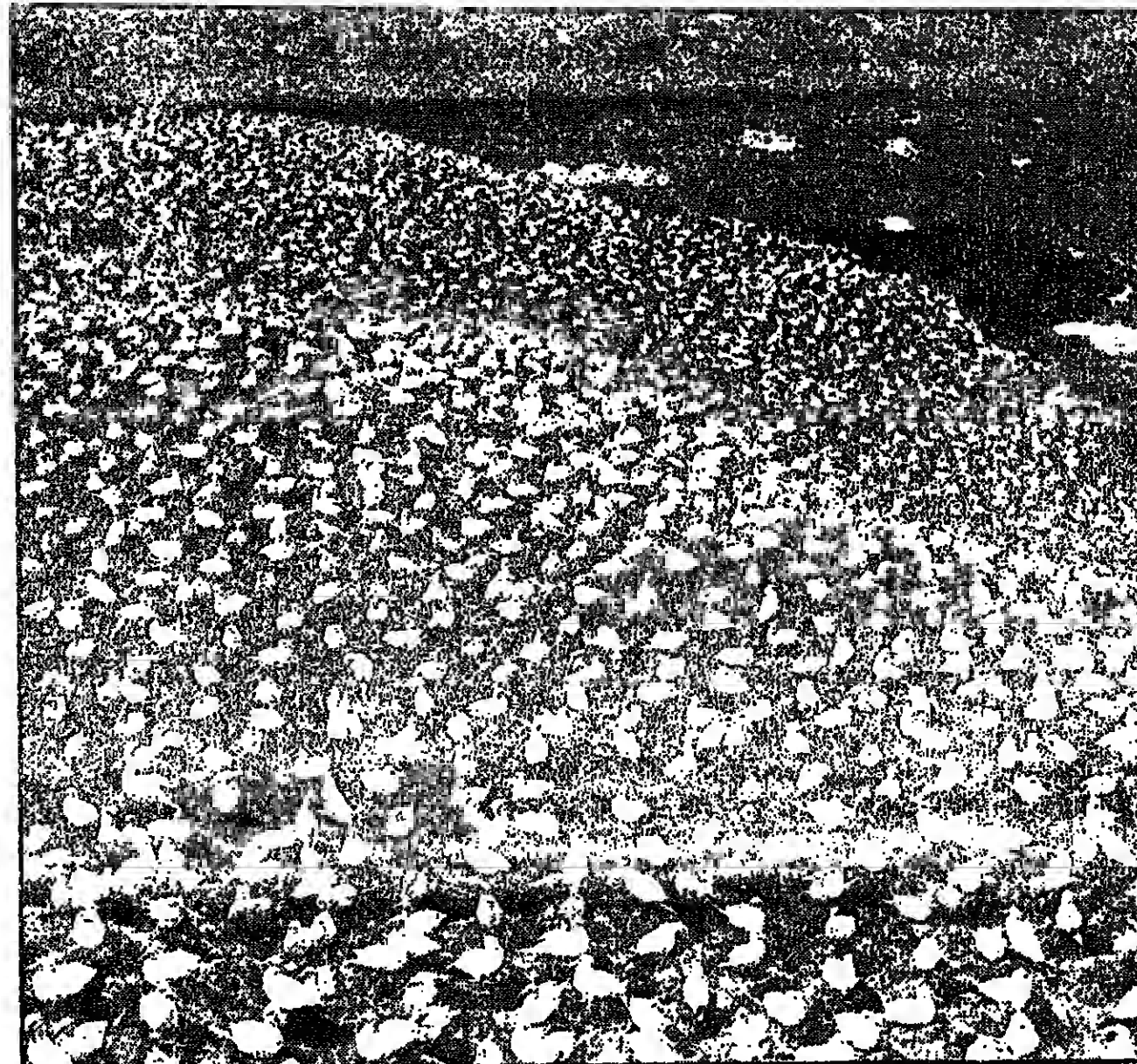
It all makes a complex picture, and one in which change is the predominant factor. Some species are increasing, others declining, many simply adapting to the new conditions and habitats that we are creating. But they are all united in needing a place to live. Can we find room for them?

One answer is the custom-built nature reserve. The increase in land specifically set aside for wildlife has been quite spectacular over the last few years. The Royal Society for the Protection of Birds has 35,000 acres, and has just launched a £1 million appeal to buy more. Our National Nature Reserves cover over a quarter of a million acres. All in all, roughly 10 per cent of Britain's land surface is being managed so as to give some sort of deliberate protection to wildlife—only slightly less than the area of our built-up areas.

We desperately need these sanctuaries as refuges for threatened species and as living museums for vanishing habitats like downland and fens. Birds in particular are uncannily quick to recognize the security of reserves. At Minster in Suffolk, for instance, our most delicate seabird, the little tern, usually lays its first clutch of eggs on the popular shingle beach. Eggs in this kind of vulnerable area are invariably deserted or destroyed. But the birds then simply move over to a very similar area inside the RSPB's famous reserve, where their breeding success is generally very good.

In this way nature reserves can act as wildlife reservoirs for repopulating the rest of our countryside. But is there a future for "countryside" pure and simple? Will the Britain of the future be reduced to barren factory farms, homogenized suburbs and barricaded wildernesses, where visitors can do no more than peer through the bars at the birds and plants that used to bring in their fates?

Paradoxically, it is just such a set-up that



Birds in the public open a colony of breeding gannets off the west coast of Wales.

could point a way forward: the maximum security reserve type at Lush Garden. In the last twenty years, the struggles of these magnificent fish-hawks against Highland storms, pesticides and egg collectors have been watched by hundreds of thousands of visitors in Speyside. It is an open question whether or not the ospreys would have fared better if they had been kept out of the spotlight (though they are continuing to recognize Scotland as an encouraging area). But there is no doubt about the wider value of the fund of public sympathy and fierce vigilance they have excited. They are still the only birds whose return to Scotland every April makes the BBC news. They live private lives for the most part, but they are public birds.

And maybe it is this kind of intimacy, intended from a sense of affinity and stewardship, that we need to develop with our everyday countryside, with our buttercups and cuckoos and water meadows. It may be necessary, in these hard times, to allow farmers and developers the right to destroy wildlife habitats in a way that is illegal for us as individuals. But there is still a wealth of marginal land that's of little use to them: boundary hedges, road verges, strips of woodland, poor-grade ground that is too expensive to fertilize. This was once the kind of land over which we had common rights, and in which most of our common and best-loved creatures still live. One of the greatest benefits our wildlife could have would be if this marginal land were to become a new fence to lay their replacement clutches, to a very similar area inside the RSPB's famous reserve, where their breeding success is generally very good.

Richard Mabey is the author of *The Unofficial Countryside* and *Pollution Handbook* (reviewed in the *PES* of 3 August).

16 Books/Social Work/Poetry

IN TIMES OF CRISIS

Robert Holman on the changing role of social workers

at Work with Families. By Eric Sainsbury. £3.95. 0 7100 8039 5. Paperback £1.95. 0 7100 8040 9. *Work in Social Work.* Edited by Howard Jones. £3.95. 0 7100 8041 7. Paperback £1.95. 0 7100 8042 5.

work has experienced significant changes in recent years. The "normalization" of the personal social services through the Local Authority Act (1971) has led to a number of social workers being transferred from their traditional roles in the public sector to the private sector. This has led to a number of social workers being transferred from their traditional roles in the public sector to the private sector. This has led to a number of social workers being transferred from their traditional roles in the public sector to the private sector.

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17 Books/Social Policy/Modern Languages

SOURCES OF AUTHORITY

Maurice Kogan

Change, Choice and Conflict in Social Policy. By Phoebe Holt, Hilary Lord, Roy Parker and Adrian Webb. Heinemann 16.50. 0 435 82670 0. £2.80. 0 435 82671 9.

Policy analysis is now a favourite subject for social scientists, administrators and journalists, but it lacks a generally acceptable framework. It has fallen captive too easily to economics analysis, or to the voyeurism of political scientists who seek to discover who did what. This book will help set it on a different path.

In over 500 pages, the authors succeed in doing several things at once. They produce a conceptual framework for analysing ways in which social policies are introduced and modified; there are six good case studies, some of which could be small books in their own right. They then produce a middle range of propositions about the circumstances in which policy might produce new policy. The book comes over as the product of a civilized seminar in which complexity is unravelled with scholarship and courtesy.

The authors argue that social policy studies should be both conceptual and detailed, and placed in their political context. They rightly criticize existing studies for assuming that policy development is consensual, beneficent, and pluralistic and that it responds functionally to economic and social need. "Consensus, like conflict, should be treated as an interesting variable, not as a presupposition."

Their own framework derives from a modified form of systems analysis but within the context of political action. The demands made upon, and support given to, policy recur as themes in the case studies which all demonstrate how authorities and the political system respond selectively to demands. They search for the specific supports rendered by government, for evidence of how stability is engineered, and of how values are converted into demands through political structures, as well as through the expression of social values. Gatekeepers who both regulate and stimulate demand—the MPs, pressure groups and political parties—structure demand in a pervasive and unobtrusive way. There is then a request for process which makes it possible to implement policy.

The analysis of the sources of governmental authority is excellent; the main criticism applies, however, to the range of the case studies which were chosen partly because they demonstrated control government policies and partly because they were ones available for study. The issues discussed do not display a full range of structures, values and policies. The institutions, professional groups and clientele of the welfare state are themselves important variables. Institutional hawks are strong and protect historic wisdoms which the government find difficult to comprehend, potentate and change. Within these limits, the case studies are substantial. The authors inevitably conclude that no clear pattern emerges. The family allowances schemes demonstrate how objective changed before, during and after the implementation of policy. Policy became legitimate because it was linked with other policies. Such varied factors as the fluctuations of economic policy, and demography put rationality under pressure.

Again, the planning process which led to the formation of the Open University tells us little about educational policy making in general. Rather, it displays the role of the hero in politics—Jenny Lee given the support by the Prime Minister managed to contain opposition by juggling the issues from debate by the education service. The development of the health centres demonstrates evolution, how an idea led to a scheme of higher priority but caught up when "community care had become an important catch phrase" in the mid-1960s. The Ministry of Health proposed the pattern but the policy really got underway within individual health authorities. Organized pressure groups were weak in comparison to the power of the general practitioners. Analogies with educational development are obvious here.

The case study on detention centres brings in a broader aspect of policy analysis—the context of the retributive and reformative objectives—as well as the interplay between a reforming Home Secretary, R. A. Butler, and Home Office officials, the relatively weak promotional pressure groups and, against it all, the damage done by a rising crime rate.

There is a fascinating account of the struggle for clean air in which London smog provided the presenting issue. The Ministry provided no leadership although costs were small and the benefits obvious. The abolition of national assistance, too, was not the product of a sustained campaign or of Labour party thinking during the years of opposition. Pressure groups were absent until the mid-1960s. There was a limited capacity for planning in Opposition. Once Labour was in power they could not introduce income guarantees because of economic problems.

These case studies help the reader discover complexity. Yet they raise, too, the question of policy analysis methods. This attempt is inherently Aristotelian, and it suffers from the defects of the empirical deductive approach. History feeds the mind but cannot help us to sort out experiences in a sufficiently comprehensive and logical way for predictive and synoptic generalization.

The authors demonstrate complexity and uncertainty well but their "middle range" propositions are largely pre-induced rather than directly derived from the case studies. Their sets of policy criteria are those of legitimacy, feasibility and support and they rightly say that the combinations of these will enable the likely progress of an issue to be estimated. But these propositions and those concerning the attributes of issues which help determine outcomes also essentially derive from reflective common sense.

Life in Spain: A Documentary of its People and Institutions. Hugh Whitaker. Heinemann 16.50. 0 435 82670 0. £2.80. 0 435 82671 9.

This is an outline of the geography, history, economy, institutions, social and cultural life of a large country. It is a book of 96 pages—many of them taken up by generally well-photographed and diagrams. Whether it succeeds depends on the nature of the subject. It is a book of 96 pages—many of them taken up by generally well-photographed and diagrams. Whether it succeeds depends on the nature of the subject. It is a book of 96 pages—many of them taken up by generally well-photographed and diagrams. Whether it succeeds depends on the nature of the subject.

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GERMAN FOR THE DETERMINED

P. Lewis

Komm ins Bild. By H. Haring and F. C. Scheide. Edward Arnold £1.10. 0 7131 1940 3.

The publishers have made available for English-speaking pupils, but with no concession to our native language, a book which has achieved very considerable popularity in the Netherlands. The introduction suggests that *Komm ins Bild* can be used during the second half of the first year, but I think most teachers will agree that it is best suited for the GCSE O level year and beyond.

Most of us work to a restricted timetable, but if adequate provision could be made for this ambitious book, it would doubtless prove as valuable as it has done in the past. Without doubt there is no room for a very fast pace and the slow learner would be discouraged by the complexities of some of the sections. In a book which pursues a relentless path of word and idiom assimilation, illustrated by unconvincing practical drawings (just without humour there is no room for the faint heart. The word count, based on the frequency list of the Deutsche Sprachinstitut, is approximately 3,200. Some of the sections could be safely left to the sixth form, for example those concerned with politics and law. Most teachers

using this book at O level will be faced with the difficulty of deciding which words are essential by our standards, and which can be left until later. In the chapter on compulsory learning of *schminken*, *gackern*, *blöken* and *gurren*, as well as the more common *onomatopoeic* farmyard noises may be regarded as a work of supererogation. Occasionally the book is utilitarian in the extreme, one section in the chapter on *Wörter* mentioned being devoted to the chemical composition and uses of natural and artificial fertilizers.

Given that *Komm ins Bild* makes great demands on the reader, highlighting perhaps a difference in approach to language learning elsewhere in Europe, this volume has considerable advantages for the determined learner. Vocabulary is accumulated by osmosis on the right of each page to quanta listed opposite. This is an excellent arrangement for revision as well as learning purposes and makes oral and written testing very easy to check for both pupil and teacher. The book may be thought somewhat daunting on first perusal, but its potentialities cannot be doubted. Those with the necessary determination to use it as designed will look forward to rapid progress in verbal facility.

INSIGHTS INTO GOETHE

Goethe: Selected Poems. Edited by Martin Sauer. Oxford University Press Clarendon German Series £1.50. 0 19 83248 5

The selection of Goethe's lyric poetry in this volume is based on the editor's experience of teaching Goethe to sixth formers as well as to university students. The poems should therefore lend themselves to class discussion. Among the 60 poems of this collection can be found a number of well-known titles, such as "Willkommen und Abschied", "Märchen", "Ganymed", "Prometheus", "Vendreders Nacht", "Ein Gelehrter", "An den Wassern", "Grenzen der Menschheit", "Das Göttliche", as well as lesser known but representative examples of Goethe's poetry. A stimulating introduction and explanatory notes on the poems will doubtless help the student and sixth former with textual interpretation and enable them to gain insight into Goethe's lyric poetry, to appreciate Goethe's importance as a lyric poet.

C. H. Moore

Among this week's contributors:

Maurice Kogan is Professor of Social Sciences at Brunel University. Robert Holman is Professor of Social Administration at Both University. Audrey Laskin's latest novel, *Night Music*, is published by Hutchinson. And Pasternak-Slater is editing the letters of Boris Pasternak to his family.

SEPTEMBER PENGUINS

THE WORLD TURNED UPSIDE DOWN
Radical Ideas during the English Revolution

Christopher Hill

This book will outline our time. The Times Literary Supplement.

Christopher Hill has that supreme gift of being able to show us the seventeenth-century world from the inside. Arthur Marwick to New Society.

Penguin £1.00

SEPARATION: ANXIETY AND ANGER

John Bowlby

The second volume of Attachment and Loss, Bowlby's much-acclaimed work on the importance of the parent-child relationship to mental health.

Penguin £1.25

CHILDREN IN DANGER

Causes and Prevention of Baby Battering

Jean Renoulze

Penguin 75p

Available now from your bookseller

SECONDARY

Hampshire

MOULNATH ALICA

MINNISTON SCHOOL

Ministion School, Moultham, Hampshire, is seeking applications for the post of **Head Teacher** of this 11-18 school. The school is situated in an area of outstanding natural beauty. The successful candidate will be responsible for the overall management of the school, including the academic, administrative and financial aspects. The post is full-time and requires a minimum of 10 years' experience in secondary education. Applications should be sent to the Headmaster, Ministion School, Moultham, Hampshire, by 12th September 1976.

WIMBORNE AND WIMBORNE

WIMBORNE SCHOOL

Wimborne School, Wimborne, Dorset, is seeking applications for the post of **Head Teacher** of this 11-18 school. The school is situated in a village of 1,500 people. The successful candidate will be responsible for the overall management of the school, including the academic, administrative and financial aspects. The post is full-time and requires a minimum of 10 years' experience in secondary education. Applications should be sent to the Headmaster, Wimborne School, Wimborne, Dorset, by 12th September 1976.

Deputy Headships

Senior Masters/Mistresses

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Scale 1 Posts

Heads of Department

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Other than by Subject Classification

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EDINBURGH COLLEGE OF DISTANCE EDUCATION
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EDINBURGH COLLEGE OF DISTANCE EDUCATION

HEADMASTER OF DEAN CLOSE JUNIOR SCHOOL

The Governors of Dean Close School invite applications for the post of Headmaster of the Junior School. The new Headmaster will, if appointed, take office in April, 1976. Dean Close Junior School is a co-educational Preparatory School (200 boys, 70 girls) and its present and former Headmasters have been members of I.A.P.S. Half the pupils are boarders. It shares the grounds and some of the facilities of the Senior School. Applicants should be university graduates and communicant members of the Church of England. (Applications will be considered from either men or women.)

EALING Technical College

Lecturer Grade I in Professional Cookery
Applications will be considered from male and female candidates.
Salary: £2,489-£4,377
Plus London Allowance
Further details and application form from the Registrar, (Room No. 11), Ealing Technical College, St. Mary's Road, Ealing W5 5RF. (Addressed in self-addressed envelope, please). Tel. 01-579 4111, ext. 287.
Closing date: 12th September, 1975.

ANGLO-EUROPEAN COLLEGE OF CHIROPRACTIC

LECTURER (Grade II)
In Physiology and/or Biochemistry or Dietetics
Applications are invited for the above full-time post to commence as soon as possible. Candidates must have suitable academic and/or professional qualifications and some teaching experience.
Initial salary dependent upon good qualifications and experience within the Burnham Scale ranges: £3,278 to £5,495 plus, per annum, plus threshold payment. The post is pensionable under the college's own scheme.
Detailed applications, as soon as possible, including a curriculum vitae and naming two referees, should be sent to:
The Gen.
Anglo-European College of Chiropractic,
Cavendish Road,
Barnsley, Yorkshire S10 1RA

Worcester
Worcester College of Further Education
Worcester College of Further Education
Worcester College of Further Education

Worcester
Worcester College of Further Education
Worcester College of Further Education
Worcester College of Further Education

LLANELLI TECHNICAL COLLEGE

Principal: Leonard A. Jones, M.Sc., B.Sc. (Hons.), Eng., C.Eng., F.I.Mech.E.
The following internal staff are required for September, 1975, or as soon as possible thereafter:
LECTURER, Grade I, in CARPENTRY (2 Posts)
The successful applicant will be required to instruct C.I.T.B. new entrants in practical carpentry. Candidates should have a craft certificate in Carpentry and joinery and also considerable practical experience in the building industry. Teaching experience in a further education or training establishment would be an advantage.
LECTURER, Grade I, in WELDING AND FABRICATION
The successful applicant will be required to teach Welding and Fabrication engineering subjects up to and including the Part II level of the City and Guilds of London Institute schemes for these subjects. He would be required to assist generally in the work of the department. Candidates must have as a minimum, the final or Part II certificate of the C.G.I.L. in either welding or fabrication. He must also have considerable industrial experience. Teaching experience would be an advantage.
LECTURER, Grade I, in RADIO AND TELEVISION
The successful applicant will be required to teach Electronics and Electrical Science in Electrical, Radio and Television courses. Candidates should possess the final C.G.I.L. certificate in this field and have considerable experience in the electronic industry. Teaching experience would be an advantage.
Further details and application forms available from: The Principal, Llanelli Technical College, Albion Road, Llanelli, Dyfed, to whom they should be returned by 12th September, 1975.

Gwent County Council

GWENT COLLEGE OF HIGHER EDUCATION, FACULTY OF SCIENCE AND TECHNOLOGY
Lecturer II in Construction Studies
The person appointed will be required to teach on a range of courses at H.N.C. and final professional examination level. Applicants should be professionally qualified and experienced in Quantity Surveying.
Salary £3,278-£5,495.

CROSSKEYS COLLEGE OF FURTHER EDUCATION
Required as soon as possible.
Lecturer I for Liberal Studies
Applicants should be Graduates willing to offer their subject specialism as a Liberal Study and willing to implement the College Liberal Studies Scheme. Any subject background is possible but particularly applications from those with Economics or English or Communication Studies would be welcome.
Salary within the range £2,469-£4,377, depending on qualifications and experience.

NORTH GWENT COLLEGE OF FURTHER EDUCATION, RBW VILLE
Temporary Lecturer I required to teach Hydraulics
And other engineering subjects. Industrial experience and degree qualifications or membership of one of the leading institutions is essential.
Application forms and further information obtainable from the Director of Education, County Hall, Cwmbran, Gwent.
Completed applications must be returned to the Headmaster or Principal concerned by 20th September, 1975.
Successful applicants will be required to submit a satisfactory medical report on appointment.

Science
I.A.P.S. Preparatory School in West of London
I.A.P.S. Preparatory School in West of London
I.A.P.S. Preparatory School in West of London

Preparatory Schools

By Subject Classification
Mathematics
Mathematics
Mathematics

Physical Education

Physical Education
Physical Education
Physical Education

ABERDEEN ROBERT GORDON'S INSTITUTE OF TECHNOLOGY

SCOTT SUTHERLAND SCHOOL OF ARCHITECTURE BUILDING ECONOMICS SECTION
LECTURER IN QUANTITY SURVEYING
for BSc (CNAAP) Course and Diploma Course giving exemption from Quantity Surveying professional examinations.
Applicants should be professionally qualified and experienced and have a progressive approach. Further study, research and consultancy are encouraged.
Salary in range £3,216-£6,495 per annum
Assistance with removal expenses.
Details from Director, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen AB9 1FR.

SCOTTISH CENTRAL COMMITTEE ON PRIMARY EDUCATION

CALLENDER PARK COLLEGE OF EDUCATION
CURRICULUM DEVELOPMENT OFFICER (Primary Education)
(Re-advertisement)
Applications are invited for the post of Curriculum Development Officer for the Scottish Central Committee on Primary Education. The appointment will be to the Callender Park College of Education, where there is at present one Curriculum Development Officer with supporting office facilities.
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Applicants must have an appropriate teaching qualification and experience of teaching in primary school. Experience of participating in curriculum projects or advisory work with teachers, groups, or successful completion of relevant advanced courses of study, or other evidence of specific for innovation or development work will be an advantage.
Salary on the scale for Lecturer in College of Education (basic scale £3,216-£5,495), with placing for relevant experience.
Requests for information and for application forms should be made by 12th September, 1975, to the Principal, Callender Park College of Education, Falkirk FK1 1YS, and should be returned by 12 September, 1975.

JORDANHILL COLLEGE OF EDUCATION GLASGOW

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Two Lectureships
In the Department of Primary Education.
Applicants should have substantial teaching experience in primary education and should be qualified to make a distinctive contribution within the area of primary school curriculum development.
The appointments will be from 1st November, 1975, or such other date as may be arranged. The salary scale for the post is £3,216 to £5,495 with 15 points, and increments of approximately £200 each.
The point at which the successful applicants will be placed on the scale will be determined in relation to their salaries at the time of appointment.
Further particulars and forms of application may be obtained from THE PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, 100 SOUTHFARMS DRIVE, GLASGOW G13 1PF. Completed forms should be returned not later than Monday, 15th September, 1975.

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Other Appointments

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Other Appointments

Colleges of Further Education

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34 Arts/Reviews

SMOARED TROW OIL?

Shirley Toulson looks at the state of the arts in Orkney and Shetland



A typical scene in unspoilt Shetland.

Throughout Britain, the distinction between professional and amateur art has recently been blurred by the introduction of community art, an activity more properly allied to psychotherapy and the social services. Shetland and Orkney in this respect, as in many others, are different. I never heard the term "community art" used there, but it exists in the real meaning of the term, that is being relevant both to art and to individuals living together in a particular place. Unlike most areas where the activities are initiated by the socially conscious to enliven the socially deprived in both Shetland and Orkney, everyone joins in on equal terms.

Geography is one of the main causes of this difference. Between the islands and the rest of the country, because of their isolated position, there is no experience of the professional arts on a large scale, and so no possibility of a reaction against them. It is obviously not possible to fly in large companies of professional actors or members of symphony orchestras; and it is only recently that small touring exhibitions of paintings have been sent over from the mainland.

In fact, all the experience of professional music, drama or art comes to the islands via the Scottish Arts Council. In Shetland, the organizing officer is David Smart, who is also the careers officer. He negotiates between the community, the local education authority and the Arts Council. In Orkney, the annual programme, money for the events comes from both the local education authority and the Arts Council. Events include visits from small groups such as the Intimate Opera Company and the Scholars who have both visited Shetland and Orkney this year. There are also a few illustrated lectures sponsored by the Arts Council.

Mr Smart has to work very closely with Norman Mitchell, who is the Arts Council representative in Orkney, for any company travelling so far north will naturally visit both counties. Mr Mitchell teaches music at Kirkwall School, as well as being the organist of St Magnus Cathedral. So it is not surprising that in Orkney the arts are especially associated with music; and indeed, as Peter Maxwell Davies has now settled there, and has brought the Fires of London to Kirkwall on several occasions.

There is talk of them coming again for the two-week festival that is being planned for 1976. Meanwhile, if you want to judge the general musical abilities of the Orkney people, you will be performing Orkney songs, or the record that EMI/Linn has released this August. It consists of English church music, mainly Purcell, sung by the choir of St Magnus Cathedral Church. The more remote islands of Shetland have not such advantages. Though Lerwick has a small theatre, a choir society, a love of amateur drama, and in the absence of any professional theatre, the

standards they demand from the players. Kirkwall has an arts centre which seats just over 300 people. Here the annual Orkney Drama Festival is held. Nine companies performed there in early March this year; and the report of their activities pushed north oil developments into a very minor space in the local paper.

Shetland holds a drama festival too. It takes place in the garrison town of Lerwick. But the real community drama of the place happens at Up-Helly-A, a celebration which goes on at various areas throughout the first two months of the year. A New Year festivity, the Up-Helly-A celebration culminates in the burning of a Viking ship. But before that ceremony there is a long procession through the streets, during which various themes are acted out. The most elaborate of these festivals takes place, it can be quite a costly effort for the participants, who may have to pay anything up to £50 each for the costumes and equipment. It is costly in time too; the drama is rehearsed and highly polished. They include anything from the traditional Viking tales to modern industrial and political commentary (this year's celebrations linked at sugar cubes, civil servants, and of course oil). This is no dying custom kept alive for tourists, but a growing festival. There are few vacancies left in the squads now, and competition for a place, particularly in the leading "yellow" squad has become very keen.

The other Shetland community venture is its literary magazine *The New Shetlander*. It has been appearing once a quarter since 1947, and is now edited by John Graham, headmaster of the Anderson High School, and his brother Lawrence, who is also a teacher. It contains stories, poems, and reflections. In both English and Shetlandic, a strange dialect almost completely unrelated to any other Scottish tongue, as a verse by G. P. S. Peterson, which appeared in the issue for last Christmas will show.

An drom, drom da da sudder, Suvorn, ad droves, vi pipes an proll, Can win twarries birds arrive di—

Or, as signified in last row oil, Orkney, which is in almost every way, unlike Shetland, has no parallel to these two ventures. In place of Up-Helly-A there is the annual winter game, the home-grown, boisterous event that takes place between the two main streets of Kirkwall. It is done without any thought of tourists—indeed, it would frighten most of them away. The boys' ploughing match on the sands of South Ronaldsay has unfortunately not remained unaffected. A traditional part of the Easter celebrations, it has been postponed to the more profitable month of August. The Orkney Islands have little to offer in the way of public life. Orkney can boast of no public library, though *The New Shetlander*, Orkney's weekly paper, *The Orkney Advertiser*, carries far more literary and feature material than the equivalent Shetland paper, *The Orkney*.

EXHIBITION

A GOLDEN AGE OF THEATRE

Robert Page

The Georgian Playhouse exhibition at the Hayward Gallery (on until 21st October) takes us from the staging of Gay's *The Beggar's Opera* (1728) to the death of Keats in 1833, and puts on show much that has not previously been catalogued or available for public viewing. Part one, "The Actor and the Artist", amply illustrates the link between the theatre and the visual arts with its many paintings and caricatures (by Hogarth, Zoffany, Reynolds and Gainsborough), figurines, china pieces and objects. Part two, "Audiences and Architecture", comprises many cartoons, comic and serious, depicting audiences of the period, together with a superb array of architectural plans, drawings and models. A Woodland Scene dating back to 1818, from the restored, Georgian Theatre at Richmond, Yorkshire, is the oldest surviving society in England, and is here lit as it would have been at the time. The period is climaxed by the exhibition's director, Ian Mackintosh, to have been a Golden Age of the theatre chiefly on the grounds of its popularity. The theatre had re-established itself during the Restoration period but only as a diversion for the fashionable; now, for a century, its appeal was to be across the board (save for the very few) until the split came in Victorian times when the upper classes sought more "respectable" entertainment, the lower classes visited the variety halls, and the theatres were left to the patronage of the increasingly affluent bourgeoisie.

The eighteenth century saw an unrivalled expansion in theatre building and the patronage; though at the beginning of the nineteenth century were still only the sumo two properly licensed theatres, extensively rebuilt, of a hundred years before. At Drury Lane and the Theatre Royal, the two principal places of dramatic performance had been built or adapted in the meantime. This official monopoly came to an end in 1843 with the Act for Regulating the Theatres. Not only were theatres increased in number but also in size. Drury Lane, which graphically illustrated, held 1,800 in 1775 and over 3,000 in 1797, a fact which in some degree may account for the "vast wilderness" as Mrs Siddons had described it.

This period, then, is one of great change and development in the theatre. But this is not given sufficient emphasis in the exhibition as reflected in its layout. Emphasis is placed on cohesion and the theatre's relation with the visual arts. Certainly, one must be grateful for the excellent work necessary to bring such a wealth of material together, but its display is sober rather than evocative. Though one would shy from the excesses of the Byronesque, little more could have been done to recreate the atmosphere of the Georgian playhouse. It is to have any appeal to the modern eye, one needs, over 400 exhibits reflecting one of the richest periods of the theatre, giving visitors a unique opportunity to learn more of our theatrical heritage.

MUSIC

A COMEDY OF MANNERS WHICH HAPPENS TO BE SUNG

Robin Maconie

In these times of public crisis and private terror, criticizing Don Propp *Rake's Progress* appears about as public-spirited as digging up a certain cricket pitch. If the standards we are prepared to accept in cultural matters are any indication of a wider social well-being, however, the Glyndebourne Opera performance at the Albert Hall was every bit as grim a portrait as the Hogarthian allegory Stravinsky portrayed. Pouring out the contorted truth, it is not often found in what is said, but in the changes brought about by the old workings should upset that balance, although as more and more people come up from the pit, the arts are bound to be affected.

In his introduction to an anthology compiled from the first hundred issues of *The New Shetlander*, Ernest Maxwell writes: "That the magazine has survived when so many journals of its kind have disappeared is largely due, I think, to its insistence on two abiding virtues—authenticity and unpretentiousness. It has had editors and contributors who have been much concerned with the quality of life in the islands, and little concerned with literary fashions, and the whole presentation of their material." These words could well describe the activities of the many people working in all forms of the arts throughout both archipelagos.

It is a chamber opera in the eighteenth-century manner, a moral tale expressed in elegance, clarity of diction and a knowing discretion. The Albert Hall is several times too

NATIONAL YOUTH THEATRE

SPORT FOR BOYS

leather Neill

It is not a good year for girls in the National Youth Theatre. In *The Lord of Misrule* a few are required to do a little more than play badly with the boys and in *A Sight of Glory* there's not a glimpse of a single female. The other two plays this season, *Zigzag* and *Henry IV, Part 1*, both to open in September, are not only famous for their women's roles either. Surely there must be a subject somewhere (besides women's suffrage which has been said it need not be about specially women's matters) that could fill the bill to the undoubted gusto of the NYT's girls? Are there no female ex-members who could be persuaded to write about life in the costume department?

The Lord of Misrule (Shaw Theatre) was written by Allan Swift and Bob Tomson, both NYT members in the sixties, and directed by the latter. It concerns a company of boy players such as became fashionable in the reign of Elizabeth I, but this is a play within a play about the relationship between potentially unruly villagers and their lord—and thus, by extension, about class awareness and law and order in general. The framework is much the less satisfactory, mainly because interest flags after the highly entertaining "interlude", based on stonches of the London Merchant and *The*

Knight of the Burning Pestle, which the boys perform with great gusto and which is in every way the play's climax. Besides, the fabric of the play simply cannot bear such weighty sentiments; it remains the lightweight study of a boys' company, the rest being merely an encumbrance.

Thomas, the hero (played with scrupulous diction and the confidence of a noble by Simon Shepherd, a beauty in the Slimen Ward tradition) seems a prissy spoilsport for not joining in the fun, even though all the boys are virtual prisoners. In "Pig" Pykman (Paul Fredericks) they have a natural "dame", wearing his two oranges like a badge of office and causing some parts through an inelegant gentility. The musical accompaniment is excellent, the minstrels somehow getting away with cheeky "Elizabethan" versions of "There's no business like show business" and "I did it my way".

The Cockpit Theatre, square, with naved seats on three sides, makes a convincing boxing ring though it is never actually used as such in *A Sight of Glory*, which is set almost entirely in a boxing club's gym. The sport is referred to more than once as "ritualized violence", but the play's climax is not the ABA championship, but the real (i.e. highly entertaining) violence of a racial outbreak.

Out of the same stable as David

PLAYS TO ACT

A play that is good theatre for children is not necessarily within their scope when it comes to their producing a play. A notable exception is Denise Coffey's *The Incredible Vanishing 111*, written and staged by the Young Vic. About a barrow boy, policeman and a very traffic warden who stumble far from sentimental geblut under the malo read outside a theatre, it is high farca in the better style. Excellent for eight to 12-year-olds. See it while it is a suitable value for money. More like a work with slightly older. It is published by Methuen. (013 33240 3, 95p).

It is the same series as a revised edition of Ken Campbell's anti-smug *Old King Cole* (0 413 33550

X, 95p). A mixture of the Beane and music hall, it needs adult panache and straight faces to realise its humour—but has been highly successful on stage in this country and in Frankfurt. "Ve haf vaf of making you laff." Actually, it is a becoming sort of university play all over Germany, but it remains hilarious theatre-for-children.

In contrast, a play for young people to act is Paul Thompson's *The Children's Crusade* (Helmman, 0 453 2380 9, 50p). Set in the 13th century, it is a story of a very good and very bad. More like a transcript of reality than fiction, they could be used as the basis for improvisation and discussion work with elder pupils and students. They should be read by all teachers and all those who have the care of the young.

David Salf

ETHIOPIAN PHENOMENA

Legacies of North Ethiopia: A Study of the Past and Present of the Kegan Paul £5.50, 0 7101 155 X.

Where the book partially justifies its bardic appearance, in the second section, exploring the truly Ethiopian phenomenon of ancient Christian churches carved out of living rock, best seen in the extraordinary tombs of churches which have been excavated at Axum, and which are still visited by Europeans, but Miles Pearce, has scrambled his examples in Tigra Province, and noted his findings in homespun English. Despite traditional taboos against women, he saw enough to claim these rock churches confidently as a distinctly Ethiopian architectural achievement, refuting theories of foreign workmanship. Using Miss Pearce's observations, it is tempting, and possible, to outline a completely Ethiopian architectural tradition, from the great stone-and-wood temples and palaces of Axum, in the first few centuries AD, through the rock churches of Tigra incorporating Axumite detail, to the thirteenth-century foundation of Lalibella, a city overgrown by the Tigra churches to medieval times, oral tradition sometimes dates the excavations themselves firmly to the period of the Axumite Christian kingdom. This guidebook, which confirms one's suspicions of the confusion of the many Ethiopian mysteries.

Clive Jordan

romanticized story: for example, when the children are being sold into slavery in this play, we are left in no doubt what their purchasers want both the girls and the boys for.

Another recent paperback (*Three Tension Plums*, Davis-Poyner, 0 7067 0157 7, £1.50) makes available the texts of Tony Parker's fictionalized documents about child-minders, child-molesters and child-narrative of film sequences and these plans become a barren unpopulated wilderness. These are precisely the things, of course, which the food technologist is dedicated to preventing. It is vital therefore that young people who are thinking about entering this worthwhile and rewarding activity should be made clear to them what food technology is all about.

David Salf

GOLDSMITH: CONSIGNED TO GRUB STREET?

Katya Watter

Oliver Goldsmith: His Life and Works, by Lynton Kells, George Allen and Unwin £6.75, 0 04 928030 9.

The first half of this book gives an account of Goldsmith's life and character and the second discusses his work. Both are thick with facts, but the results are disappointing. The quality of neither the man nor the writings is given. Immediately so that although the reader emerges well informed about Goldsmith, he does not understand or appreciate him much better than when he began.

Goldsmith's own frequently false statements about his own life and experiences and those by his contemporaries are examined. For example, Dr Sells establishes that although Goldsmith claims to have studied medicine at medical universities there are no records of this. We are not, therefore, surprised to find that when he later attempted medical practice it was not a success.

Goldsmith emerges as a feckless man of unimpressive appearance, unwisely decking himself in the garb of a scholar, yet so devotedly to his friends and to one ecclesiole by appearing to new clothes and wig because he had heard that Goldsmith excused his own slovenliness

by reason of Johnson's. This by no means impaired his popularity any more than his, perhaps exaggerated, ineptitude in conversation.

His was an exceedingly jealous and envious nature. What anyone did he could do better. This leads Dr Sells to make strange claims, inadequately supported, for *The Vicar of Wakefield* which he attributes was written to counter Sterne's *Tristram Shandy* which had received acclaim at home and abroad.

The bulk of Goldsmith's work belongs to Grub Street as this book makes clear. Much of what he wrote was derivative, even copied. Sources are extensively quoted and, interesting though this may be, the weight given to this aspect is greater than that given to the writing that makes Goldsmith justly famous. In spite of Dr Sells' careful research, the quality of Goldsmith's writing is not shown. The glowing and superficial characterization of contemporary and earlier writers, notably the Augustans, as well as his apparent failure to measure Sterne, particularly *Tristram Shandy*, are of a piece with, and perhaps explain, the absence of his critical treatment of Goldsmith's works.

This index is not always accurate and there are omissions. In spite of these shortcomings, this is a methodical account of Goldsmith and his work within the limits outlined, and if facts are what is required, it supplies them.

Ponela

Wille, however, the young people are getting their teeth into that we oldies are having to revise our notions on other things. Do you remember, for instance, when it was always assumed that the new comprehensive would be the neighbourhood school? It was to be the academy where your children, your neighbour's and those of the men dewe the road would advance hand in hand in scholarship, while blinding themselves and their parents into a bappy and fruitful community.

Also, it has not turned out like that. A long article in *The Observer* has warned us that a crisis is looming in Britain over the busing of schoolchildren from one area to another on the matter of IQ. Angry parents in Stevenage, it told us for a start, have launched a campaign to resist plans to distribute bright children ever a number of comprehensive schools. It seems that we must forget that neighbourhood school. A balanced intake is what we want.

Still, we always know where we are with the Independent schools, don't we? They exist to provide the nation's children with that which is their birthright. Or do they? There is the same issue of *The Observer* was Mrs Brenda Byron naughtily setting out the difference between fee-paying and State schools as she sees it: "Surely this is that fee-paying schools exist to please, benefit and promote the mental well-being of parents. State schools exist to please, benefit and promote the mental well-being of children."

Is nothing sacred? Are all our notions to be upset? It looks as if they may be. Why, even the titles, it seems, are no longer sacrosanct.

The children of the pre-school age group, of course, have long been the subject of our dearest assumption. If they were not in school, we accepted, then they should be. Out of the cot and into the nursery school—that was the unquestioned ideal. Politicians and educationists alike pledged themselves to work towards that aim.

Now, it seems, our progressives may have to look elsewhere for a goal to which they can aim. Our dearest assumption is suspect. "The progressive view that nursery schools give a head start in education to the three- and four-year-olds, particularly in the case of those from home grounds, may be based more on wishful thinking than on fact." *The Sunday Telegraph* tells us as it reports the conclusions of the subject of a certain Dr Barbara Tizard. And when I tell you that the article in *The Sunday Telegraph* carries the headline "Nursery Myths" you can see that the rot has set in.

HERITAGE

"The Refreshing Qualities of English Architecture", whatever happens to them? In European Architectural Heritage Year, the Society for Architecture presented by the Society of Architecture at the Royal Society for Arts, John Adam Street, Adelphi, London WC2. Formed three years ago under the presidency of Lord Derremora, the Society for Architecture has attracted people from many professions who all have a common enthusiasm for fine architecture and a deep concern for the quality of much modern building. While they firmly reject the preservation of any building merely on the grounds of antiquity, very few modern public buildings conform to Sir Christopher Wren's standard that a building should have "Beauty, Firmness and Convenience".

It is from Wren's writings that 10 timeless architectural principles have been drawn around which are arranged nearly 100 varied, sometimes surprising but always apposite, photographs. Cleverly juxtaposed, structures as diverse as Eastbourne Pier, Ely Cathedral, Preshute and a City arcade at the Rhino Pavilion at London Zoo, a Thames-side Bench and a keyhole at St Martin-in-the-Fields illustrate Wren's judgement of what makes beautiful or ugly buildings. The exhibition is designed with taste and imagination and should be seen by everyone aware of our great English architectural heritage and anxious to preserve it. The exhibition is open from August 21 September 18.

Ponela

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BUCKLEY

Education has always thrived on assumptions and, in general, the educators of the past would not have thanked you for questioning them. You had to accept, for a start, that they and it were good for the nation. Nowadays, however, nobody can assume anything. Education, like everything else, is in the melting pot.

This has just been brought home to me by the summer edition of *Careers Bulletin*, the journal produced by the Careers and Occupational Information Centre. This was, I remember, when an oldsmn representing his local authority at an educational conference might stumble through the word "technology", aver that the country needed more of it and be sure of his round of applause.

If you were rude enough to ask what technology was or how it differed from applied science, you were met with a hostile stare. Technology was an OK thing and that was that. New, however, it is evidently recognized that the question may well be asked. So A. E. V. Lilly, senior lecturer at the National College of Food Technology, grasps the nettle in the course of an article in *Careers Bulletin*:

"The distinction between food technology and food science may seem ill-defined to the layman but it is quite clear to the professional. Both disciplines are sciences in the fullest meaning of that word but food technology is slanted towards the application, productive, economic and sociological aspects of feeding people."

"Unfortunately, the word 'technology' conjures up in some minds a mental picture of pollution of the atmosphere and the environment and of the obnoxiousness of this planet. These plans become a barren unpopulated wilderness. These are precisely the things, of course, which the food technologist is dedicated to preventing. It is vital therefore that young people who are thinking about entering this worthwhile and rewarding activity should be made clear to them what food technology is all about."

David Salf

